MASS.

Wellesley College News

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Talk Turns To Europe's Crisis

Prince Loewenstein Tells of Unsound Internal Condition of Germany

Mr. R. L. Buell, President of Foreign Policy, Analyzes Two Dominant Aspects of Present Era

AMERICA IS IN DANGER

Raymond Leslie Buell, president of the Foreign Policy association, and Prince Hubertus Friedrich Locwenstein, Hitler's Public Enemy No. 1, discussed *Europe's Crisis—The Danger to America* at the Copley Plaza on February 20.

Mr. Buell analyzed the two dominant aspects of the present era—social transformation and a liquidation of the unequal peace settlement of 1919. Mr. Buell mentioned the Scandinavian countries as an example of governments which have succeeded in making their economic order meet the needs of the people through the democratic process. Mr. Buell attributes this success and, to a lesser degree, the partial success of the British and American governments to the vast semi-academic educational program inaugurated especially in Denmark, and to the intelligent conservative class which has taken the initiative in reform.

On the other hand Mr. Buell pointed out that the dictatorships have been forced to take measures which are easily understandable in the light of their past history. Germany is suffering from an inferiority complex, said Mr. Buell, the result of a failure to achieve national unity in an era of intense nationalism; to counterbalance that lack her leaders have attempted to regulate business enterprise and to strengthen the peasant class. These internal changes have been accompanied by a sacrifice of

(*Continued on Page* 5, *Col.* 1)

JANE GARDNER WINS WORKS OF SCHILLER

Through the kindness of Professor Beutler, director of the Goethe museum in Frankfort-am-Main, a set of Schiller's works has been sent to the German department by the Carl Schurz memorial foundation. The books were to be awarded as a prize to the undergraduate student who should write the best paper on some subject in German classicism. The award has been made to Jane Gardner of the class of 1937.

LECTURER WILL TALK ON FRENCH LANGUAGE

Mademoiselle Marguerite Clement, a recent arrival to this country from Versailles, France, is scheduled to lecture in French on the subject, *La Langue Francaise, Miroir de la France*, at Alumnae hall, Monday, March 1, at 7:30 p. m.

VEREIN WILL SEE MOVIE

The next meeting of the *Deutscher Verein* will be held on March 3 in Phi Sigma at seven-thirty o'clock. A German travel movie, with the dialogue in German, will be shown at the meeting.

Sign now for bus to Teachers' Oath Hearing March 2—9:30 a.m. Price — Will approximately equal train fare to Boston. Bulletin Board outside News Office (136 Green Hall).

Students Will Vote For Major Officers

Athletic Association, Barnswallows, and College Government Select Candidates for Election

Nominees for the major offices for 1937-38 have been selected by the nominating committee of the respective organizations. Voting will take place in the dormitories, March 5 to 7.

Mary Ganoe, Dora Walton, and Gwendolyn Wilder are running for Athletic association president; Elizabeth Flanders, Margaret E. Miller, and Virginia Spangler for Barnswallows president; while Carol Proctor, Dorothy Rich, and Frances Skinner will run for Business manager of Barnswallows.

For College Government president, the candidates are Margaret Breen, Katherine Forsyth, and Mary Bruce Taylor. Nominees for Chief Justice of Superior court are Harriet Doane, Rae Gilman, and Catherine Parker. Edar Fleming, Mary Oellgaard and Miriam Swaffield will run for Chairman of House Presidents' council, while Mary Guernsey, Gretchen Heald and Hilda Swett are candidates for Christian association president.

SONG AND DANCE MARK DEPARTMENT FESTIVITY

The polite amusements of the eighteenth century will be presented for the entertainment of junior and senior members of courses in English literature and invited guests on Friday evening, February 26, at eight o'clock in the ballroom of Alumnae hall.

The program, under the direction of Miss Evelyn K. Wells of the department of English literature, will include eighteenth century songs by Mlle. Ruet of the department of French. Mr. Holmes and a string ensemble will present a short program of chamber music such as might have been heard in the drawing rooms of the early 1700's. The musicians will also play appropriate dance tunes to accompany three stately and graceful country dances performed by a group of students from the Intermediate dance group, assisted by members of the demonstrating staff of the English folk dance society of Boston. Singers chosen from the class in English literature 310, under the leadership of Mary Guernsey '38, will sing eighteenth century

(*Continued on Page* 7, *Col.* 3)

Dr. McAfee Writes

To the Senior Class:

I could not fail to be greatly pleased with the gracious action of your Class in electing me as one of its honorary members. I need hardly say to you that a very strong bond unites me to Wellesley at this time, but it would not be fair to pretend that I have not had ties with the College before this. Your Chapel pulpit has been familiar to me for a number of years, and I even met an alumna who remembered a sermon I had preached there some years ago! Could anything be more gratifying to a College preacher?

Yet all these years I have naturally stood afar off, realizing that as a mere man I could hold no effective and permanent relation with the long roll of graduates who have so well served the world. Suddenly it all changes and I do get in after all! My grateful acceptance of the election is like that of President Roosevelt agreeing to be President again for another four years—he seems to do it, as I do, with alacrity. But he feels no more appreciation than I do.

I suppose, now that you have so kindly made me a member of the Alumnae, I may properly address words of counsel and admonition to your President from time to time. Surely this is a prerogative of graduates.

Sincerely,
CLELAND B. McAFEE

MR. GREENE WILL GIVE SUNDAY ORGAN RECITAL

Professor Edward Barry Greene of the department of music will give an organ recital in Houghton memorial chapel Sunday, February 28, at 7:30 p.m. The program will be as follows:

In Dir ist Freude ....
Ich ruf' zu Dir .....
Prelude and Fugue in G major
.... J. S. Bach
Prelude ..... Clérambault
Sarabande ..... Corelli
Chorale No. 3 in A minor Franck
Two Chorale-Preludes
Rhosymedre } Vaughan-Williams
Bryn Calfaria }
Es ist ein Ros' entsprungen .. Brahms
Canon in B minor . Schumann
Prelude and Fugue in D minor
J. S. Bach

Choir Will End Concert Series

Vienna Choir Boys will Sing Selections from Haydn, Brahms and Schubert

FIFTH CONCERT

The Vienna choir boys (*The Weiner Saengerknaben*) will give the last concert of the Wellesley series in Alumnae hall, Thursday evening, March 4, at 8:30 p.m. punctually. These young singers have been trained in the palace school founded by an imperial decree in the year 1498. They are making their fifth consecutive tour of this country.

The boys will sing here under the direction of Victor Gomboz in the following program.

I.

Assumpta est Maria	George Aichinger
O regem coeli	T. L. da Vittoria
O bone Deus	Jacobus Gallus
Stabat Mater	Josef Haydn

II.

"On the Beautiful Blue Danube"
Operetta in One Act—Music by Johann Strauss especially arranged for the Vienna choir boys.

III.

Evening Song and Closing Scene from *Haensel and Gretel*
Engelbert Humperdinck
The Night . Franz Schubert
Waltz in A flat major
Johannes Brahms
The Spring ... . Max Reger

MR. SALINAS WILL TALK ON SPANISH HEROES

Professor Pedro Salinas, who holds the Mary Whitin Calkins professorship for 1936-37 in the Spanish department, will lecture on *Los personajes creados por la literatura espanola*, Wednesday, March 3, at 7:30 p. m. in Pendleton hall. The lecture will be in Spanish, and the public is invited. After the lecture there will be a small reception for professor Salinas at Green hall. Guests from neighboring colleges and majors in the Spanish department will be asked to attend.

Mr. Salinas, besides being professor of modern Spanish literature at the university of Madrid, and lecturer at Cambridge university and the University of Paris, is also a well-known contemporary Spanish poet.

Colleges Plan Model League

Wellesley will Send Twenty Delegates to Represent Foreign Countries

Students Serve on Six Committees on World Problems; Tryouts will be Held March 3

WATCH INDEX BOARD

The New England Model League of Nations will meet this year at Harvard college on March 12 and 13. Representatives from over twenty New England colleges including Dartmouth, Amherst, Yale, Mount Holyoke and Smith will sit on the six committees of the League and Wellesley is entitled to twenty delegates.

To Wellesley have been assigned three countries, France, Afghanistan and Bolivia, which her delegates will represent on the six committees: reform of the League and application of the Covenant, the International Opium convention, intellectual co-operation, the Spanish Civil war, elimination of trade barriers and social and humanitarian activities of the League. Mary Ann Dilley '37, has been selected as chairman of the committee on the elimination of trade barriers.

Since Model League is less than three weeks away, the Forum under the direction of Edith Igiauer '38, is holding its preliminary tryouts next Wednesday, March 3. Those who are interested in attending Model League will find directions and material for preparation and committee sheets on which to sign individual preference posted on the Forum Board opposite the C. A. lounge.

This is a most unusual and convenient opportunity to understand the problems which the League faces and, incidentally, to meet people from other colleges who are interested in the same sort of work. Watch the index board and the Forum board for further notices.

Student Drive Aims To Swell Pool Fund

The beginning of the student drive for Swimming pool funds will begin on March 1, with a house to house canvass, lasting for three or four days, during which every student will be asked to contribute.

Since the last announcement in the NEWS of the total receipts, contributions to the fund have mounted from $115,983.33 to $150,000. This is an increase of almost $35,000 in four months. Only $50,000 more is necessary to enable the college to start the swimming pool unit. With the combined efforts of the trustees, the alumnae, and the students, it is hoped that work on the building will begin this June. The committee emphasizes the point that if the recreation center is to be started this year, students should make an effort to contribute. Those who can give fifty dollars are urged to do so, and those who can afford fifty cents are asked to decide whether the possibility of having this building for use next year does not suggest a means by which they can find another fifty cents to make it a dollar.

On Tuesday, February 23, a statement from the board of Trustees was sent to the parents of every stu-

(*Continued on Page* 5, *Col.* 2)

Sign now for bus to Teachers' Oath Hearing March 2—9:30 a.m. Price — Will approximately equal train fare to Boston. Bulletin Board outside News Office (136 Green Hall).

Committee Presents Source Report On Oath Bill And Its Probable Effect On Education

As college students, we find that the problem of the Teachers' Oath bill is for us the problem of what education should be and how such an oath may affect education. The answer comes from a study of the background of the oath, and a study of the bill itself.

"It is error alone," said Thomas Jefferson, "which needs the support of government. Truth can stand by itself." This statement explains, perhaps, why the requirement of an oath of allegiance to the state or the church in the schools has always resulted either in the deadening of education or in rebellion against the oath.

Education received a severe blow in England when the Long Parliament drove four hundred teachers and scholars out of the universities of Oxford and Cambridge by forcing everyone to own the solemn league and covenant. Because of reaction to the Cromwellian regime and a frenzy against Catholicism during the reign of Charles II, an oath to the church of England was required in the universities; and Oxford and Cambridge did not recover their ancient standing until the nineteenth century when these test oaths were removed. Today Nazi Germany and Fascist Italy are notorious examples of countries where free education may no longer be had.

But as a rule these oaths have brought about exactly what they sought to prevent—rebellion. James Stuart required an oath of all ministers and the like, most teaching then being religious, since he felt the need of testing the loyalty of Jesuits, who claimed that the pope could absolve men from allegiance to an heretical king. James Stuart's son was beheaded, and throughout the history of our country any undemocratic acts like Teachers' oaths have ended in rebellion. The Alien and Sedition acts of 1798 forbidding our press to criticize the president were repealed within eight years, but contributed to the downfall of the Federalist party. The Fugitive slave law of 1856 was answered by the underground railroad and helped destroy the Whig party. The Dred Scott decision of 1857 was repealed by the Civil war; and we ourselves are old enough to remember the results of Prohibition. This spirit of independence was brought to our country by John Cotton, John Howard, and about eighty-five other university-trained Puritans who violated the oath that they had had to take to the church and state of England as college men, when they came to New England, because conscience meant more to them than oaths, and God more than state.

So these men, knowing by experience the futility of oaths, demanded none from teachers or students in their institutions of education. This fact is no doubt one reason why the standard of education in Massachusetts has always been so high. Professor Morison points out that any foreign encyclopaedia or reference book lists this state of the union as justly famous for her educational institutions. Teachers have been servants of the truth, not servants of the state. Although the President of Harvard in 1781 was paid by the state, he was not considered as a public officer, and our courts of law have upheld the belief that a

(*Continued on Page* 6, *Col* 1)

$8,000 Will Go Toward Charity

Service Fund Announces List of Appropriations Voted on January 25, 1937

GIRLS MUST PAY PLEDGES

The Wellesley college Serviee fund has announced its list of appropriations, voted on January 25, 1937. A total of $5,010 will be given to Educational institutions, distributed as follows:

To the American Indian institute, Wichita, Kansas, $75; the American International college, Springfield, Massachusetts, $110; Billings Polytechnic institute, Polytechnic, Montana, $150; Hindman settlement school, Knott County, Kentueky, $100; Good Will schools, Hinckley, Maine, $50; Northland college, Ashland, Wisconsin, $100; Penn normal, industrial and agrieultural school, St. Helena Island, S. C., $100; Piedmont college, Demorest, Georgia, $100; Pine Mountain settlement school, inc. Pine Mountain, Harlan county, Kentueky, $100; Wellesley summer institute, $100; Amerlean Collegiate institute, Smyrna, $75; Ewha college, Seoul, Korea, $75; International Institute for girls, Madrid, $100; Sherman high school, Ohittoor, Southern India, $75; Yenching college for women, Yenehing university, China, $3700.

A total of $1090 will be contributed to World Service. The Bryn Mawr summer school will receive $200; the Consumers' league of Massachusetts, $50; Convalescent home for crippled children, Wellesley Hills, $100; International Grenfell association, $100; International student committee, $200; Migrant community work, $135; National child labor committee, $50; the Seeing Eye, Morristown, N. J., $75; and $180 will be allocated later.

Unemployment relief will receive a total of $1900. $150 will go to the Coal areas committee; to the Cochituate Red Cross relief work, $100; the community Federation of Boston, $100; Lawrence city mission, $200; Millville, $700; Natick citizens' relief committee, $400; Wellesley friendly aid, $50; Women's educational and industrial union, $150; Works progress nursery school. Wellesley, $50.

The total amount of appropriations is $8,000. Between $5,000 and $6,000 is now in the treasury. Payment of the remainder of these appropriations depends entirely upon the payment of pledges.

C. A. NOTES

Sunday Chapel

Dr. Charles W. Gilkey, dean of the chapel of the University of Chicago, will lead the chapel service on Sunday. Dr. Gilkey, a graduate of Harvard and Union Theological seminary, was the leader of Religious forum last year.

Forum Discussions Continue

Although Religious Forum week has come to an end, so many vital questions were left unfinished that many students and faculty feel that follow-up discussions would be the only logical eonclusion to Dr. Van Dusen's talks. Miss McAfee has very kindly consented to open her house for these discussions, to whieh everyone is cordially invited. The hour will be Indexed sometime this week.

Personal Relations

On March 5, at the Metropolitan student headquarters in Boston, there will be a Personal Relations conference at which Grace Louckes Eliot will speak. If anyone is interested in attending, please report at the C. A. office. Wellesley will send a small delegation.

Societies Prepare Semi-Open Programs

Three to Devote Evening to Drama; T. Z. E. Studies Spanish Art; Agora Discusses Communism

Diseussions, dramatizations, and a more formal program to be given by Tau Zeta Epsilon, are the features of the last society program meetings before the annual Semi-opens planned for Saturday evening, February 27, at 7:30 p.m., in the various society houses.

T. Z. E., whose subject for study this year is Spanish art, will again present its tableaux-paintings. El Greco's the *Archbishop*, the first of four, will be criticized by Mary Cameron '38, while Margaret Mowry '37 will aet as model; and work on the picture will be executed by June Tienkin '37 and Barbara Bredin '37. The second of the group is Goya's *The Water Carrier*: critic will be Catherine Hascall '38, the model, Gertrude Cousens '37, while Harriet Chamberlain '38 and Helen Hayden '38 are in charge of work on the picture. The other two to be represented are modern works: for Hermoso's *Peasant Girl* the critic will be Katherine Chew '37, the model, Beatrice Weaver '38, while the work will be directed by Eleanor Thresher '38 and Sage Adams '37; the other is Arte's *Cavalier*, to be eritieized by Mary Jane Hamilton '38, while the model will be Betty Page '37, and Betsy Brodie '37 and Helen Hull '37 will execute the picture. A musical program will also be presented, and will be under the direction of Margaret Mowry '37.

Agora, which will have no Semi-open this year since it staged the election rally of last fall, plans a discussion for the evening on *The Theory of Communism and Its Implications*, to be lead by five of its members.

Zeta Alpha will devote the evening to a discussion of three or four plays in their study of the modern drama in preparation of a selection of one for presentation at their Semi-open. Alpha Kappa Chi will begin the casting and rehearsal of Euripides' *The Trojan Women* which is the play planned for the Semi-open, and will be directed by Mrs. Lillian Libman Buller, a graduate of Wellesley.

The Phi Sigma meeting will be informal; a dramatization of the first act of Maxwell Anderson's poetic drama, *Night over Taos*, which may be the play chosen for the Semi-open which will be devoted to some work of Anderson's.

Shakespeare will present the last act of the *Tempest*, which is the play that has been studied this year.

Out From Dreams and Theories

The Bryn Mowr Summer School

The Bryn Mawr Summer School For Women Workers in Industry offers an opportunity for a Wellesley junior as an assistant in the session which is held at Bryn Mawr college during the summer of 1937.

Students who are particularly interested in social and economic problems are preferred. Occasionally sophomores are considered. The assistants do not receive compensation, but get room and board.

Further information may be obtained at the Personnel bureau. It is necessary for those interested to apply at once.

Opportunities in the Field of Physical Educotion

Opportunities in the field of physical education will be presented by Miss Anita Tarbell of the Beaver country day school on Tucsday, March 2.

Miss Tarbell is an outstanding organizer and teacher of physical education in progressive schools and she is especially interested in adapting physical education to children of varying ages. She is active in the Camp movement, and has a summer camp of her own.

The meeting will be in T. Z. E. house at 4:40. Tea will be served at 4:15.

Quartet Gives Concert Soon

Hampton Singers will Render Traditional Spirituals and Negro Work Songs

ADMISSION IS FREE

The senior quartette of the Hampton singers will give a eoncert at Wellesley on Friday, February 26, at 4:40 p.m. in Billings hall. There is no admission charged for this eoncert, but there will be a box provided at the door for anyone who wishes to make a contribution towards the singers' fund.

The Hampton singers have been known and heard both in this eountry and abroad for the past 68 years. In the early days of the school the singers who traveled with General Armstrong, the founder of Hampton, were all students, newly freed men and women. These students sang the spirituals and work songs to audienees in many parts of the country, successfully raising funds for buildings and improvements at Hampton so that an increasing number of young negroes were enabled to eome and work for their education.

For many years now almost all the concerts given away from Hampton have been rendered by the Hampton quartette. The members of the quartette are all graduates, as they spend from seven to ten months each year away from the eampus. The quartette is well known for its rendering of the traditional spirituals and work songs. Each fall they leave for a tour of New England, visiting the many sehools and colleges there, sueh as Yale, Harvard, Vassar, Smith —200 such schools are visited each year.

Many homes are visited in the summer. Six or eight weeks are filled by going to summer homes from Virginia through Southampton, to Bar Harbor, Maine, and into the lake region of New England.

The personnel of the quartette varies from time to time, but there is one man who has been singing with them since 1887, nearly 50 years, winter and summer. This is John H. Wainwright, still singing bass as he did with General Armstrong. Jercmiah Thomas has been baritone for fifteen years. The first and second tenors, Gregory Klah and George Hamilton, sang in the junior quartette while in school and are recent graduates, having joined the quartette in June 1935. Singing with the quartette this winter will be Robert Hamllton, Hampton, 1935, baritone, and William Byrd, Hampton, 1936, bass, making a group of six singers.

WELLESLEY GIRLS WORK AS SOCIAL VOLUNTEERS

Social work is a field that college girls are becoming more and more interested in. There is an opportunity at Wellesley for those who are interested to do social work. Through the Volunteer Service bureau in Boston and the Social Service committee of the Christian association girls are brought in contact with the various social agencies where volunteers are needed.

There are thirty Wellesley volunteers now actively engaged in social work. Several of them are working in settlement houses in Boston, going in one afternoon a week, teaching sewing, knitting, cooking to the children who come there for their only wholesome recreation during the week. One girl teaches dramatics to a group of very lively boys, and has produced three successful plays; another volunteer directs a toy orchestra.

If there are any who are interested in doing social work second semester they may sign for conferences with Betty Wakefield '37 on the C. A. board. On March 17 Mrs. Eva Whiting White, President of the Women's Educational and Industrial union, is speaking at T. Z. E. house in the evening. All those who are at all interested are cordially invited to come.

Orchestra Will Give Concert At Harvard

Plon Repetition of Foll Program of Early Instrumental Music Under Direction of Mr. Holmes

The Wellesley college Orehestra will journey to Cambridge on Wednesday evening, Mareh 3, to give a concert in Paine hall, Harvard college, under the auspices of the Harvard division of musie. Maleolm H. Holmes will conduct; and the soloists will be Gladys Avery Lebert, Margaret Mowry '37, and Florence Chapman '37.

The program will be a repetition of the Orehestra's fall concert of early instrumental music, which was also broadcast over an NBC network in December. This will be the second successive year that the Orchestra has been invited to appear at Harvard—the first student organization from another eollege to be so invited.

This will be the final appearance of the Orchestra before the produetion of the Ballet-pantomime *Don Juan* on March 20, whieh will close the Orchestra's season for 1936-37.

FRESHMAN CLASS HEARS REPORTS OF COMMITTEES

Adoption of a class motto, a constitution, a ring, and other details was the purpose of the meeting of the class of 1940, whieh was held at Billings at 4:40 on Thursday, February 25, at which the committees reported their results. The heads of the various groups include: Mary Walling, trce committee; Margaret Gilkey, motto committee; Marva Peterson, ring; Peg Samson, song; and Dorothy Southmayd, the seal committee.

DEPARTMENT EXHIBITS OLD FRENCH PORCELAIN

An exhibit of very old Freneh porcelain, silverware, and glassware is on display in the French corridor in front of rooms 226 and 227, Founders hall. This exhibit, sponsored by the department of French, will continue through Friday, February 26.

Most of the objects on display were loaned by Mrs. Helen Bailly, Mrs. C. Bruce Ilsley, and Mrs. Frederick S. Whitwell.

Barn Will Give Dunsany Play

Experimental Group will Offer 'The Golden Doom' Directed by Joyce Knoedler

ADMISSION WILL BE FREE

Barnswallows will present the third experimental play of the season, Lord Dunsany's *The Golden Doom*, on Saturday afternoon, February 27, at 4:30 p.m. in Alumnae hall. The admission, as usual, is free.

This short fantasy of medieval superstition is being directed by Joyce Knoedler '38. In the cast are: Margaret Anderson '39, Emily Blau '39, Heather Cohodas '39, Camilla Davis '39, Ann Edwards '37, Elizabeth Flanders '38, Edna Golding '39, Justine Gottlieb '39, Janet Howie '40, Ethel Kemmerer '38, Virginia Kyger '39, Miriam Meyer '39, Betty Ann Mitchell '39, Ruth Nelson '38, and Louise Stewart '39.

Math Club Reviews New Book By Hogben

The Mathematics club of Wellesley held a meeting on Monday evening, February 22, at Z. A. house, at 7:30, the purpose of which was to discuss Mr. Hogben's new book *Mathematics for a Million*.

The book was thoroughly reviewed by the club. Doris Gasteiger '38 presented various fallacies, such as the facts that one equals two, and that minus one is synonymous with zero, and then proved that they were fallacies. The introduction with the author's purpose was presented by a member of the club, and separate chapters were also discussed fully. Refreshments were served in honor of George Washington's birthday.

CLASSICAL CLUB GIVES REPORTS ON NEW BOOKS

The Classical club will hold a meeting on March 1. Book reports of books recently published on classical subjects will be prepared and read by members of the club.

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THE PEREGRINATING PRESS

PERRY was listening to a class in which the instructor was asking the students for suggestions to improve the course. After asking if there were anything that wasn't in the course, that should have been in it, he asked, "Well, have you gotten anything you shouldn't have?" A bitter voice in the back row answered, "Yes, a D."

* * *

ONE of Perry's friends was sitting at the head table in the dining room one night when the housemother was out. Everyone was waiting for the expected grace but a dead silence pervaded the room. Afterwards the girl said to Perry, "What was I to do? I didn't know any good toasts!"

* * *

ANOTHER time Perry was consoling a junior who has a great deal of trouble with punctuation. "I just don't have any comma sense," she said seriously.

* * *

"WHY did you take up smoking?" Perry asked a freshman notorious for her abstinence.

"Oh," she replied gaily, "just so I'd have something to give up for Lent."

* * *

WORDS flowed from the pen of one student, last exam period, as she poured out all she had crammed into her poor head during the wee hours. But eventually she reached the end of her knowledge. Automatically her pen moved on, and she found that she was writing, "I double three spades; I redouble three spades . . ."

* * *

DESPERATE things are perpetrated when hunger seizes the college girl—a most extraordinary case has come to Perry's ears. A senior recently ransacked a friend's room for food, and, being famished and finding nothing really palatable, she launched into a box of vitamin pills, which she chewed down right heartily. Imagine her dismay when she found that they were meant for swallowing and not for mastication, and that no amount of Listerine could eradicate the result. . . .

* * *

PERRY saw his senior friends turn slightly green the other day when an English Literature instructor, in describing the plan for the second semester, said, "Last semester we proceeded from the general to the particular; this semester we'll go from the particular to the general."

* * *

A geology instructor was describing different kinds of maps. "On this map of Asia," she said, "you get the topography. But here (with a wave of the hand) in Africa you get no relief."

* * *

PERRY noticed that a room formerly occupied by the Bible department is now being used by ec 210. As the ec professor launched his first lecture, he noticed that his voice had a singularly muted quality. He asked the class if they noticed it. "Oh, yes," one girl answered, "that's the sound-proof ceiling they put in for Mr. Haroutunian."

* * *

AND, of course, Perry smiles at any *bonhomie* evinced between these two departments. Some ec classes have, of late, trespassed into Bible territory in their search for classrooms. Now, the story goes, the Bible-ites are fondly dubbing their new neighbors, "the money-changers."

* * *

AT the recent art seminar in Worcester a provident young lady brought a flash light, so that she might takes notes in the dark, while the slides were being shown. "I haven't decided just what I'm going to say in class about that lecture in Worcester," she heard her instructor remark later. "I couldn't take very complete notes in the dark."

"Oh," said the girl, "you can just borrow my notes."

WALKING peacefully along the campus Perry noticed a number of girls watching the maneuvers of an airplane, when he heard a student yell, "Aviation 101."

* * *

PERRY was talking to a geography student the other day, and she was complaining bitterly about learning the states of our fair union. "There's one state I always get mixed up with Iowa," she said, "Hohla, I think it is."

* * *

PERRY knows the financial straits college girls always get themselves into, and he has always admired the way such little difficulties are made the best of. Particularly does he admire the economic acumen of one case, when a girl sighed dolefully as she was walking in the vil: "If only I had enough money to buy a budget book, then *everything* would be straightened out!"

Perry the Pressman

Crowds Throng To WPA Performances

New York City—More than 5,500,000 persons attended 9,280 performances of WPA Federal theatre project plays in New York city during the past year, according to the project's first annual report which will be made public.

The report, which marks the project's first anniversary, encompasses all New York city federal theatre activities, including plays presented at permanent theatres, along with vaudeville, marionette, circus and outdoor performances.

Hitherto unknown attendance and employment statistics are revealed in the report. Breaking down the major attendance figure into specific categories, the report says that 2,900,000 saw WPA dramas; 732,000 attended Federal theatre vaudeville shows; 415,000 followed the WPA circus, and 1,468,009 attended marionette performances.

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Dr. Cutten Calls For Free Speech

(ACP)—"At times we have been criticized for allowing radicals to speak on our platforms—but we still let them speak. After they speak our students and faculty members discuss their speeches in classrooms and often many worthwhile ideas, both pro and con, evolve from such discussion." Dr. George Barton Cutten, president of Colgate University, refuses to put a preferential-padlock on the speaker's platform.

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Cary Grant

APPEARING IN THE NEW COLUMBIA PICTURE, "WHEN YOU'RE IN LOVE"

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WELLESLEY COLLEGE NEWS

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WELLESLEY, MASS., THURSDAY, FEBRUARY 25, 1937

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CULTURE, 2c AN OUNCE

We wonder whether our readers noticed the "Opportunity of a Lifetime" presented by Gimbel's in the staid *New York Times* of last Sunday. When we noted that the 560 greatest books in the world were being *given away* in twenty volumes for the sum of $5.98 we were quite taken aback. Curious, to say the least, about a five-foot shelf which beats all five-foot shelves, we investigated the terms of this contract to fill buyers with the world's greatest literature for so paltry a fee.

Gimbel Brothers have accomplished a hitherto unequalled feat in this daring condensation of everything from Xenophon's *Anabasis* to *Capital*, including Gibbon's *Decline and Fall of the Roman Empire*. The company guarantees great cultural improvement through fifteen-minute a day perusal of these volumes. These painless pills contain the thoughts and labors of men since literature begau, each in a nutshell. Why, remarks the advertisement—in their complete form these works would take five years of intensive reading! That would be a shame, would it not—to spend the equivalent of five intensive years on reading books? It's really quite unthinkable that anyone should find that necessary.

Gimbel's have solved it all, however. We don't have to spend five years, but can get the same quantity of "culture" in packages 7½x5 inches through hasty fifteen-minute readings. Blessings on thee, thou great Gimbel. Thou thinkest of everything. This "precious life blood of an author" is being economically distributed in dry powder form at two cents an ounce. Perhaps next week Gimbel's will give us chicken dinner pills in tablet form. Then we shall not have to waste so much time eating and can spare thirty minutes a day for culture.

Short and Potent

Recently we read a quotation which was designated as an editorial in one sentence: "We take our work seriously, but not ourselves." We pass this editorial on, since we think that it expresses succinctly an admirable standard for living. We find ourselves shying away from people who see a problem in every phase of life. We demand a sense of humor in our companions, yet we do not want our friends to laugh at ideals and standards. This "editorial in one sentence" shows our need for a sense of proportion: after all, we as individuals are not as important as what we do as a part of the world's work.

SOVIETIZING YOUTH?

A good many prominent people have opposed the ratification of the Child Labor amendment to the Constitution, feeling that it gives the government too much power. In the stipulation that Congress should "have the power to limit, regulate, and prohibit the labor of persons under eighteen years of age" opponents see an attempt to "Sovietize American youth."

But these powers which the amendment bestows on the national government are purely discretionary, as are the taxing powers which Congress has had since our Constitution was framed. Such legislation should be broad and flexible, so that the government may act in all cases necessary. The government will not yank every newsboy off the street and prohibit every child from helping his parents pick blueberries after the amendment is ratified. But if the amendment were made more specific, loopholes would easily be found by those people who are now abusing child labor for added income. And legislation must come from the national government, since a state allowing child labor has the economic advantage over a state not allowing it.

At the hearings in the state house last week, one speaker implied that the opposition of the Catholic Church to the amendment was based on the fact that Catholic funds were largely invested in the textile industry. Of course, the Church itself finds more altruistic arguments against the amendment. Whether or not this particular accusation has roots in fact, the many opponents with their many arguments, from Nicholas Murray Butler on down, illustrate the obstinate fertility of man's brain in discovering reasons for not moving forward.

See Boston First

About this time of year the urge to see Boston always seizes us. At least we feel that we shall make a definite effort to go in to see the glass flowers at the Agassiz museum, if nothing else. We annually reproach ourselves bitterly for living so near to Boston and still answering interested friends with a "Well—time is so short, and there is so much to do . . " And then, somehow, our plans fade away and we still are not even sure just where Paul Revere did make his historic ride. This year, however, we are going in to Mrs. Jack Gardner's museum, and we are going to wander around Copp's hill burying ground. And if you are wise, you will follow our example going to innumerable other places like the fish piers and the old South church. Above all things we look forward to meeting you some Saturday night at Faneuil hall market district. These places are only hints as to where we might be in Boston this spring—you can probably find us at any of the other interesting places almost any time, for we are going to see Boston!

FREE PRESS COLUMN

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 11 A. M. on Monday.

Suggestions Invited!

To the Wellesley College News:

In college there is a curriculum committee that has not been particularly active this year because it does not know how the student body feels about the curriculum. Now that the first semester has passed, every student must have some idea of what she thinks should be done to improve the academic courses at Wellesley and the committee would like to hear some of these ideas.

In the past the committee has organized discussion about the general examination and the result was that seniors no longer must take a final examination in two of her courses in her major field. Last year the curriculum committee arranged for a series of lectures on home management, which might be given again if the student body so desires.

New suggestions for changes in the curriculum have been to have three hours of speech for one semester and three hours of hygiene for the following semester of freshman year. Also, it has been suggested that the requirement of two sciences be changed. Last week in the Wellesley college News an editorial suggested that the college provide courses in current events and in modern problems of business and social development. If students show interest perhaps the curriculum committee could arrange some lectures to "bring the world to Wellesley." At a later date the committee will attempt to show the college just how many courses now offered in Wellesley deal with modern trends.

All suggestions are welcome. Every student must have some ideas, and will those students who are interested in offering suggestions or in being active on the curriculum committee please sign her name on the paper provided for that purpose on her class board. Please everybody show some interest so that we can make the committee a vital thing in college.

Katherine Sloss '37
Head of the Curriculum committee.

Educotion Exom Unsound!

We have heard that the Education department is interested in the students' reaction to the mid-year examination given in their 201 courses. Well, here it is! It was psychologically unsound, unjust, and an outstanding example of what constitutes poor quiz making—and that from a department which is supposedly showing us how to teach and how to make quizzes!

We said that it was psychologically unsound. Any teacher who places before a group of students a set of thirty-eight long, detailed questions out of which some will be selected for the examination and does not see that the inevitable result will be discouragement and either a frantic attempt to cram or complete apathy toward the examination obviously does not understand human nature.

To put it bluntly, this was a glaring example of poor quiz making. The questions were too vague. How can one discuss intelligently the difference between a theory and a principle when even class notes and texts only confuse the issue? Emphasis was placed on unimportant details. After all, no one will care a few years hence whether he knew the exact outline of ten given pages of Rugg's *The Child Centered School*. Yet this question was actually asked on the examination. Should parrot-like memorization take the place of real thought? Surely learning word for word an outline of the Field of Education does not stimulate intellectual curiosity. After all, we are college students!

Granted, we were warned that questions might be combined or parts omitted; but it takes time to cut and reorganize fully prepared questions—if you were so unusual as to get them all prepared. The examination was so long that there was little time for such reorganization.

It is hard for students to say that an examination which they have already taken was unfair. We feel justified, nevertheless, in saying so and base our statement on two scores. In the first place, the examination included work not previously assigned to all classes. Gesell's norms for the development of a child month by month in the first year is only one example of this.

In the second place, our professors waited until the Saturday before examinations, when they could be sure we were head over heels in work for other courses, before giving out the list of questions to be prepared.

We must admit, though we heartily disapprove of the examination as an examination, that we do not believe the set of thirty-eight questions would have proved valuable as a study guide had they been handed out early in the year.

1938

Major In Dromotics?

To the Wellesley College News:

So many college girls have become interested in various fields of drama—why not have a drama major? Several people of my personal acquaintance have decided against coming to Wellesley because we don't have a drama major, and the speech department knows similar cases.

The academic standing of such a course wouldn't be high enough? Why, the courses offered in three quarters of the departments here are a gold mine of dramatic material! Magnificent courses we have with opportunities for the practical practice so necessary to a creative knowledge of a subject. If they were co-ordinated under a single department their academic value should suffer no loss.

For instance, for a student interested in the creative side of drama—to write, produce, act, design scenery, etc., we have offered not only free writing, English 304, history of English drama, versification, theatre workshop, speech 201 and 301 but we have psychology courses such as 212, 310, 313, so necessary to a playwright; Art 203 is recommended by the speech department, and courses in physics on light, sound, mechanics, etc., would certainly be necessary to stage-set craftsman.

For a student interested in teaching drama or the historic linguistic angle we have rich courses in every language department including Latin and Greek; there are history courses for background knowledge; there's aesthetics—philosophy; there's Education.

But we can choose from these anyway? Yes, but with another object in mind, until required courses for a major elbow out the possibility of taking, for instance, more than seven and a half hours in speech for credit. One studying drama would certainly want to take 'Interpretation of Modern Poetry and Drama," "Theatre Workshop" and "Dramatic Interpretation of Shakespeare" which makes 8 hours right there, not counting investigating the dramatic possibilities of choral speaking, etc.

To the criticism that such a department would be too specialized, the answer is that from such a related range of subjects it could be the broadest department in college, taking within its scope languages, psychology, philosophy, speech, art, physics, music, etc.

Of course no one would take all these. She'd have to know more or less what type of thing she wanted and work up to it. A difficulty arises in having these allied subjects, sup-

(*Continued on Page 6, Col. 2*)

Unexpected Turn-obout

I tell myself I do not care
For honors empty as the air
I wouldn't take an old degree,
(That is—if one was offered me.)

My reputation's *not* at stake,
I scatter zeros in my wake
And do not care to be concerned
With 'flaunting' something I have learned.

These things I believe—these things I know,
(At least, I did, an hour ago),
But now, deceitful heart, you skip,
At sight of A's upon my slip.

Where Eost Side Meets Centrol Pork West

Lately we have noticed that
An ordinary drop of hat
Will cause humanity to frown
And speedily start 'sitting down.'

Labor wants a shorter day,
So it can have some time to play.
While any seasoned heiress knows
That leisure is no bedded rose.

They say that they are worlds apart,
But I'd upset the apple cart
And say both parties have a bond—
The greener grass all grows beyond.

Song to the Gods of Hollywood

Figures so supple,
Noses so straight,
And even a couple
Of dimples for bait.

Regular features,
Eyes that are starred,
Hair for the creatures
Curled by the yard.

Beauty is boring;
Beauty is old;
Why go on pouring
Faces to mold?

Swans become static.
Give us a duck,
With something erratic
Like front teeth to buck.

No Rest For The Leery

We cynics of the poisoned pen,
Who constantly belittle men
And mice, and almost everything,
With sharp and vitriolic sting,
Have lately found a lack of tripe
About which we can aptly gripe.

The universe has been debunked,
We know that romance is defunct,
And jobs can fail, and wisdom dies,
And advertising's full of lies,
So not a bone is left to pick—
Unless we pick the shins that kick!

The Greot Glover

I have been a seasoned hater
And a constant under-rater,
I have lived and I am livid
With aversions newly vivid.

Receiving lines;
And men who fall
For clinging vines;
All things that crawl—
Dead Sunday streets;
A child who nose-
Dives when he eats;
Pongee, and prose.

The thought of teeth;
Bright golden hair.
(Brunette beneath);
A female tea—
All pantomime;
The pronoun 'he'—
And doubtful rhyme.

All these have been my hates, and more,
For it is lovely to abhor,
And it has been my dearest love
To slap all cheeks with stinging glove.

Theatre

Stage:
COLONIAL—*Idiots' Delight*
PLYMOUTH—*Brother Rat*
COPLEY—*Help Yourself*
Cinema:
STATE-ORPHEUM—*Camille*
METROPOLITAN—*Green Light*
KEITH MEMORIAL—*On the Avenue*
FINE ARTS—*Broken Blossoms*
COMMUNITY PLAYHOUSE—Feb. 25-27, *Stowaway* and *College Holiday*; March 1-7, *Romeo and Juliet*
NATICK—*One in a Million*

CAMPUS CRITIC

"Romeo and Juliet"

Romeo and Juliet, one among the several outstanding film produetions of last season and candidate for the soon to be announced "Academy Award," receives its first showing following its opening engagement in Boston, at the Wellesley Community playhouse next week.

Romeo and Juliet is superbly entertaining, a real achievement for its two stars, Norma Shearer and Leslie Howard, and all those coneerned with its production. The exeiting story of the adventurous four days in the lives of the two young lovers of Verona, their eager love, the bitter hatred of their families that brings about their seeret marriage and the swift events that follow, have been magnificently filmed against the colorful pageantry of the Italian Renaissance.

Through special arrangements with the Playhouse management tickets may be purchased at the college information bureau at special student rates.

Two Speakers Talk On 'Europe's Crisis'

Prince Loewenstein of Germony ond Mr. Buell Discuss European Situation at Luncheon

(*Continued from Page* 1, Col. 1)

liberty and personality, which Mr. Buell intimated may not be necessarily permanent, and the danger of war for additional economie resources.

In formulating the Versailles peaee settlements, the Allies, said Mr. Buell, were "guilty of the sin of insincerity" when they promised to help Germany get back on her feet and instead devaluated their eoln-age and raised tariff barriers to add immeasureably to the inequality of the peace settlement.

Despite the present situation, however, Mr. Buell does not think that the Fascist powers led by Germany will engage in a war to dominate Europe and Asia. Germany has no effective ally; the democraeies, e. g., Great Britain, are growing stronger daily with respect to armaments and to date the Fascist efforts to break up the status quo outside of Germany have been unsuccessful. Mr. Buell coneluded that an American poliey of neutrality is neither desirable nor possible. Such a policy would only weaken the position of France and Great Britain, encourage the Fascist powers in their future policy of aggression. It can only be avoided if the United States will eease "hiding under the bed."

Prinee Loewenstein struek a more idealistic and optimistic note than did Mr. Buell, but affirmed his suggestion that the "hiding under the bed" poliey has aided and abetted the Nazi regime. He described the unsound internal condition of Germany, the want of capital, skilled labor and raw material, the downfall of the German universities, once the pride of the world's intellectual life, and the complete separation of Germany from the outside world. Prince Loewenstein emphasized the connection between the American and European demoeracies against Germany, and looks in the future for a United States of Europe working in close cooperation with the United States of America.

Student Drive Aims to Swell Pool Fund

(*Continued from Page* 1, Col. 5)

dent in college, expressing the hope that Wellesley's friends will make possible the erection of this building in June. Today a circular from the undergraduate committee to the parents will follow the trustees' statement. This circular represents the enthusiasm about the swimming pool and recreation center which the student body has been expressing for the last four years. The committee is very happy to announce that the undergraduate campaign is being sponsored by the following parents of students who have agreed to give the student drive a start by the gift of $5,000; Mr. and Mrs. Jaeob S. Gordon of Brookline, Mr. and Mrs. George M. Hubbard of New York, Mr. and Mrs. Leslie Nichols of Cleveland, Mr. and Mrs. James A. Rafferty of New York, Mr. and Mrs. Robert T. Swaine of New York, and Mr. and Mrs. Rufus J. Wysor of Cleveland.

The immediate aim of the house to house canvass is to have 100% subscription in all the dormitories, but the ultimate aim is to break ground this spring. The committee solicits the co-operation of the entire student body in making this drive a financial success, both by contributing as much as possible in the house to house canvass, and by writing letters home urging parents and friends to aid the drive.

Sophomores Forget Cares At Tea Dance

Spring was in the air at the sophomore tea danee at Alumnae hall last Saturday. Bouquets of flowers placed at suitable plaees added eolor to the ballroom, with the yellow of the jonquils emphasizing the class color. One part of the hall was made into a picturesque terrace enelosed by a low white fenee and having inside, little green chairs and tables. This was a popular corner when refreshments were served.

In the receiving line sophomores and their escorts were greeted by Miss Rebathan, Mrs. Britton, Mrs. Lyman, Miss Johnson, Naney Reynolds, and Anna Tiebout. Dancing to the musie of Ken Reeves, sophomores, many in spring prints, forgot about marks and enjoyed fully their first elass event. During intermission the balmy spring day invited many couples out-of-doors on the terrace where one group engaged in the exciting game of the farmer-in-the-dell. Sophomore festivities were continued in the evening either at the all-college dance at Alumnae or at the house dances.

The all-college dance after the sophomore tea-danee, February 20, was a great sueeess, at least according to those who were at Alumnae hall that evening. Ken Reeve's orchestra played from eight to twelve o'cloek. The refreshments added a pleasant novelty to the dance. The patronesses were Miss Lilla Weed and Mrs. Louise More.

ATTEND HOUSE MEETINGS TONIGHT!

Students Go On Spanish Voyage

Professor Oyarzabal Lectures on Moorish and Cathedral Cities of Old Spain

DESCRIBES OLD CUSTOMS

The students of the Spanish department took an imaginary trip through Spain last Wednesday afternoon at 4:40, under the guidance of Professor Anita Oyarzabal. The Farnsworth art museum lecture room was the setting for the leeture. The route chosen by Professor Oyarzabal led through those cities of Spain whieh are famous for their old Moorish traditions, their great medieval cathedrals, or their progressive tendencies.

Senorita described with picturesque detail the contrast between the highly civilized metropolitan centers and the almost primitive rural districts. The old ox-cart from the country plows patiently along unperturbed by the trains and trolleys of the city. Many of the peasants live the unenlightened life of the fifteenth century serf.

The eustoms of old Spain have carried over into modern Spain along with the ox-carts and peasant huts. Professor Oyarzabal told of some of the cathedral customs among whieh she included the story of the daneing boys in the cathedral of Seville. These boys are wearing costumes originated in the fifteenth century, but which now consist of more recent material which has been added piece by piece as the old parts wore out. The dancing boys were given permission to continue their dancing tradition as long as their eostumes lasted and they have sueceeded in perpetuating them for five centuries so that their dancing work might continue in spite of the disapproval of the authorities.

Speaker Emphasizes Maturity Of Faith

Dr. Van Dusen gave the last lecture under the Religious Forum at Vespers held at T. Z. E. house. This time he wished to emphasize Christian faith in its maturity and at the beginning defined it as a very old and wise voice. Christian faith may be represented as a figure confronting us with the question, "What will you do?" The question we ask is, "How can we?"

Dr. Van Dusen discussed the following convictions of Christian faith whieh have been tested by centuries. First, reality is God; he touches us through the order of the world, through beauty, and through the moral structure of reality. Secondly, things are not what they appear to be; eharaeter is the first essential in finding wisdom. Thirdly, Christian faith knows its obligations to devotion; it points, as evidenee, to human lives whieh are at their best. Lastly, Christian faith shows the true meaning of existence.

At vespers it was also announced that President McAfee will have open house at certain dates to continue these religious discussions.

French Club Sings Many Popular Songs

Alliance Francaise Also Hears Monsieur de Messieres Read Daudet's 'Le Mule du Pape'

The meeting of the *Alliance Française* at which Monsieur de Messieres read on February 22, began at 7:30 in the Tau Zeta Epsilon house as everyone joined in singing popular French songs accompanied by Victrola records. Favorites such as *Elle, rien qu'elle, Parlez-moi d'amour* and *Tout va très bien* were played.

Following the singing, Monsieur de Messieres read Alphonse Daudet's *Le Mule du Pape*, from *Lettres de Mon Moulin*. The reading seemed to be thoroughly enjoyed by everyone, ineluding the three very appreciative little de Messieres listening attentively at the front of the room.

After the singing of a few more songs, the evening was coneluded by informal conversation, music and refreshments of coffee and sandwiches.

DR. FLYNN TALKS TO CLUB

Dr. John M. Flynn, a member of the staff of Peter Bent Brigham hospital, will diseuss *Collegiate Adjustment to World Activities*, at the next meeting of the Newman elub, which will be held at Z. A. on Friday, February 26, at 7:15 p.m.

A. A. Antics

Bodminton Tournament

A mixed doubles badminton tournament, open to faculty, students, and their friends, is to be held on Saturday from 3 to 5 p.m. this week and next. No speeial ability as a player is necessary for entranee, and partnerships can be arranged at the tournament. Additional entries should be made by Friday noon.

Basketboll

Two teams, made up of the most proficient players among those who have gone out for basketball this winter, will play exhibition games with the "Antiques," a Boston basketball club, Friday, March 5 at 7:30 and 8:30 p.m. at Mary Hemenway hall. The first team is eomposed of the following students: M. Swaffield '38 and K. Dunwoody, Grad, forwards; E. Wurst '38, center; M. W. Hamilton '38, side center; B. Kineke '38 and M. Ganoe '38, guards; with A. Bazley '38, M. Yost, Grad., and E. Hubbard '37 substitutes. The second team consists of: D. Walton '38 and B. E. Smith '37, forwards; B. Phinney, center; G. Sharp '39, side center; M. Breen '38 and M. Morgan '38, guards; substitutes are W. Pierce '39, M. Kahle '39, A. Sayles '40 and G. Wilder '38.

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OF BOSTON
WELLESLEY SHOP

An absolutely new ond delightfully fresh group of evening gowns ond dinner frocks. Lovely new dirndls in florol printed taffetas, stotely coronotion gowns in plain or printed chiffons, puff sleeved dinner frocks in marquisette ond glamorously groceful satins. Colors are lovely and the styles are one, or few, of o kind so you can revel in your prom prominence without the fear of meeting yourself coming oround every corner. Sizes 12 to 20, $14.95 to $39.95.

Impressing Table Dressing--try

Fraser's FLOWERS
48 Central St. Wellesley

Come in now ond moke arrange-ments

Committee Presents Source Report on Oath Bill and its Probable Effect on Education

(*Continued from Page* 1, *Col.* 4)

teacher is not a government employee. But, as Professor Morison says, today "the Massachusetts Teachers' Oath Law has put this commonwealth in line with the policy of the kingdom against which our forefathers revolted, and the most corrupt period of English history at that."

We have a choice before us now. Shall we act in the tradition of our country and rebel against the oath; or shall we follow the steps of such a nation as Italy? Professor Salvemini of Harvard, previously professor of history at Florence in Italy, became an exile from his native land because of this kind of legislation. He tells us what an oath exactly like ours led to in his country. In 1922, before Mussolini came into power, teachers were not regarded as civil servants, even if they belonged to schools controlled by the central or local governments. But in 1923, one year before Mussolini became dictator, all teachers were obliged to take an oath to be loyal to the constitution and to carry out faithfully their respective duties. This is exactly what our oath requires. In 1926 the teachers' dismissals began, and when in 1931 a law was passed forcing every university professor to take an oath to support the Fascist regime, eleven professors resigned. Now before a professor can teach, he must send the government a copy for everything he has written. One man was dismissed because he said he felt that the Malthusian theory of population was wrong.

The Massachusetts bill was rushed through the legislature by two major forces, Hearst, and certain factions in a number of patriotic organizations. Their objects were to find grounds on which to accuse educational institutions of being "red," and to intimidate forward-looking teachers in the public schools.

Says an editorial in the Hearst *Daily Record*, "One learned professor complained at the hearing Thursday that the oath law makes him afraid to take part in labor controversies. If this be so, the oath has accomplished something. Doubtless there are parents of the youths in his classes who would rather not have ideas carried from these meetings to his class rooms"; and the Hearst *Boston American*, "Underlying the whole question of the Teachers' Oath are two facts. They are, one, educators favor the American form of government, or, two, educators do not favor the American form of government." These editorials express the view that education means indoctrination rather than elucidation. When Mr. Hearst succeeded in enlisting legion support in many parts of the country for his drive for loyalty oaths, legion pressure was exerted for the discharge of some liberal professors, and dictation of text material in the social sciences occurred. The nationally known Commissioner of Education in Massachusetts, Dr. Payson Smith, was replaced in his state by a superintendent whose qualifications were listed as having supported the governor in the teachers' oath legislation.

Last year when the oath came up for hearing, sixteen college and university presidents, not to mention some sixty prominent professors, lawyers, clergymen, labor leaders, and citizens swelled the ranks of proponents of repeal; while the opponents of repeal had only some thirty speakers.

What actual effect on education can the bill have in its present form? Previously existing laws are wholly adequate to permit school committees and boards of trustees to handle satisfactorily any case of a teacher who attempts to implant subversive doctrines in the minds of his pupils. But the bill has been used as a means of intimidation, for now teachers may be arbitrarily dismissed on the simple charge of "violating their oaths."

As a high school teacher pointed out at the hearing last year, the legislators who put through the bill may have been sincere and honest, but it is not they who enforce the bill. This high school teacher, Mr. John D. Connors, said, "I have left out of my discussion, and I am ashamed to say this publicly, I have left out of the discussion in my class some things that I personally thought should have been taught because I have feared how this law might be interpreted." This case is only one of many.

The problem, however, is not one of teachers' freedom but of pupils' freedom. "The schools should be free, because only in free schools can individual pupils acquire the mental patterns that will fit them for life. Only free schools can fully serve society." A mother, speaking at one hearing last year, said, "I want our children to have education without fear, and honest, and without prejudice."

How can the schools and colleges offer this free education? They must, says James Bryan Conant, "not only guarantee the right of free inquiry; they must see that the various points of view are represented so that a conflict of opinion takes place." The method of evidence must be used, making the pupil independent of his teacher and of authority generally, and to the maximum possible degree master of his own mind. Harold Laski points out that universities must not let orthodoxy impede free searching for truth.

The particular task of education today, President Angell of Yale points out, is to get the student to take a constructive position in a changing world. J. W. Studebaker, United States Commissioner of Education, stresses the importance of inducing through good teaching, techniques for independent thinking and expression. "The place to stop the growth of attitudes which prepare people for satisfactory cogs in the great machine of dictatorship is in the class rooms of the public schools," he says, and again, "Education for democracy means to me that we must bring the problems and the propagandas concerning them into the class room and the public forum discussion to be analyzed in an undogmatic, tolerant spirit as one educational basis for social action."

And yet the Teachers' Oath bill represents a number of forces which are seeking to prevent education's attempt to solve vital current problems. This bill represents patriotic organizations seeking to force teachers to indoctrinate students with their reactionary economic, social and political views. Behind this oath business men on education boards see that certain subjects are not taught, as government control. Fearing the paymaster, teachers under this oath know that it is the conformer who is advanced.

Suffering most heavily from the oath would seem to be in public schools. But Representative Pierce, a vigorous opponent of repeal, said, in the hearing last year, "I wouldn't be alarmed over the teachers too much. It is the college professors that teach nights on the outside. We are after the professors, I myself and a few other members of the committee. It isn't the school teachers. Far be it from them. They are O. K." The problem belongs very specially to us as college students if we are interested in maintaining for coming generations the privileges we have enjoyed. Believing in education free to seek the truth, we oppose the Teachers' Oath bill as a restrictive measure.

STUDENTS MAY ENDORSE REPEAL OF OATH BILL

Resolution Against Teachers' Oath will be Circulated Tonight in All College Houses

This is the resolution which will be presented to the college in the various houses tonight for its endorsement in favor of the repeal of the Teachers' Oath bill.

House Bill No. 1006 passed by the Massachusetts State legislature in 1935 requires that teachers in all schools and colleges public and private take an oath of allegiance to the constitutions of the Commonwealth and of the United States.

Whereas it has been found throughout the course of history that restrictive legislation has served to crystallize revolt against existing authority rather than to abolish the subversive ideas at which the legislation was aimed;

Whereas even at the present time the educational systems of such regimented nations as Italy and Germany have been transformed into instruments for propaganda for the state;

Whereas the Commonwealth of Massachusetts has maintained from the beginning of its history high standards of education through freedom from imposition and execution of political and religious restrictions;

Whereas the enforcement of a test oath among teachers in all schools and colleges in the Commonwealth of Massachusetts not only implies that education is identical with propaganda but would hinder teachers from presenting certain relevant facts in the classroom, and kill all freedom in teaching through elaborate intimidation;

Whereas we believe that the purpose of education is to find the truth through the method of comparing evidence, and to fit the student for life in a changing world, by the presentation of all existing problems for examination, rather than primarily to indoctrinate future citizens with arbitrarily chosen ideas;

We, as students of Wellesley college, oppose the Teachers' Oath bill as a restrictive measure.

Committee Presents Sources For Report

The following items constitute the bibliographical material used by the Senate committee on the Teachers' Oath bill in compiling its report:

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Massachusetts Department of Education, *Attorney General's decision on "Teachers' Oath,"* Boston, 1935; Massachusetts League of Women Voters, *Some Further Observations on the Teachers' Oath Law*, August, 1936; Massachusetts Society for Freedom in Teaching, *Stenographic reports of hearing before state legislature*, March, 1936; Morison, S. E., *Three Oathless Centuries*, Horton, 1936; Massachusetts American Federation of Teachers, *Resolution on Teachers' Oath Law*, Boston, 1936.

Massachusetts Statutes, c. 320, *Teachers Oath Bill*, Boston, 1935; *Repeal the Teachers' Oath Law*, Massachusetts Society for Freedom in Teaching, Boston, 1936; Studebaker, J. E., *Education and Democracy*, Portland, 1936; Studebaker, J. W., *Education For Democracy*, St. Louis, 1936.

Dartmouth Presents Course On Warfare

Teochers will Give Free Lectures on Noture and Cost of War, Means of Prevention

Hanover, N. H.—(*ACP*)—War has put in its appearance on the extra-curricular study program of Dartmouth college.

Interest in warfare has been so manifest that certain members of the Dartmouth faculty have organized a course that deals with the various phases of conflict.

Prof. Bruce W. Knight, sponsor of the new course, has announced that the series of eighteen evening meetings is open, without fee, to anyone who wishes to enroll.

"No college, so far as I know," said Prof. Knight, "offers a general course on war. This apparently strange gap in the curriculum may be due to sharp departmental cleavages of the social sciences. Of course the problem is a broad one. A teacher in a given department knows something of war but mainly the part immediate to his own field.

"This is a study of war, not a chance for confirmed pacifists to blow off steam. We have taken the precautions to keep thrill-hunters out of the course. Nevertheless, we have found enough students willing to do the work without college credit and enough teachers ready to present it in addition to their regular work.

A.S.U. Hears Reports Of Many Committees

Peace Group will Meet to Discuss Arbitration; Labor, Strikes; Civil, Teochers' Oath

The American Student union held its first meeting of the new semester to discuss the organization of its work on Monday, February 22. The meeting consisted primarily of reports of the various committee chairman already appointed by the executive board.

Mary Louise Oftedal '38, chairman of the all-college peace committee, started last fall under the guidance of Miss McAfee, and Philip Jacob, told about the organization and functions of the peace groups in most of the college houses. These groups meet weekly on Monday nights to discuss various problems in the field of peace arbitration. The Beebe group under the leadership of Anne Paulson '39, has undertaken a study of methods of international organization; the newly organized Tower group meets on Wednesday nights with certain faculty members; the Cazenove group is studying its problems through the medium of the daily newspapers.

Peg Delahantey '39, presented plans for the A. S. U. Labor committee which will center its attention for the semester around the recent auto-

(*Continued on Page* 8, *Col.* 5)

Major in Dramotics?

(*Continued from Page* 4, *Col.* 4)

posedly under a department of its own, given by other departments. But why this departmental independence? What particular advantage does it give unless, of course, you were considering a science or a language?

If one were allowed to take a general on the various aspects of drama, which is certainly no more specialized than the various aspects of writing (or as much so), and were allowed to correlate the four years of study accordingly, not omitting requirements or prerequisites or changing courses from literature courses to just drama courses, wouldn't this end be achieved?

Betty Flanders '38

Tryouts For Model League

To the Wellesley College News:

The New England Model League of Nations will meet at Harvard college this year on March 12 and 13. For those of you who are interested in international affairs and organization this is a fine opportunity to become familiar with international life in one of its most interesting phases, as well as to make contacts with students from more than twenty colleges including Dartmouth, Amherst, Yale, Mount Holyoke and Smith. The Model League is patterned as exactly as possible on the League of Nations at Geneva and offers practical experience to the student in understanding more fully the difficulties and advantages of such an organization. It should be especially interesting at this time when international security is in such a precarious position and when so many exciting events are occurring.

The Model League will include six committees with three Wellesley delegates attached to each, representing France and two smaller League members, probably Afghanistan and Bolivia. These committees are: 1) Reform of the League and application of the Covenant, 2) The International Opium Convention, 3) Elimination of Trade Barriers, 4) The Spanish Civil War, 5) Intellectual Cooperation and 6) Social and Humanitarian Activities of the League. Wellesley is very proud of the fact that Mary Ann Dilley '37 has been selected as chairman of the committee on the Elimination of Trade Barriers.

We expect to send a delegation of about twenty girls, and since many more apply than can be sent, we can select only those best prepared to represent those countries. Any undergraduate is eligible for the preliminary tryouts to be held on Wednesday of next week. The material and directions are posted on the Forum Board across from the C. A. Lounge. There are definite bibliographies for each committee and delegates are expected to have a general working knowledge of their subject based on reading from these lists.

Those of you who have not signed for the committee in which you are particularly interested will please do so on the sheets provided on the Forum board for the purpose and start preparing for the preliminary tryouts next week. Watch the Index Board and the Forum Board for further notices on the Model League. If there are any questions or any problems, I or any other member of the Forum Board will be glad to give assistance.

Edith Iglauer, 1938
Chairman, Model League committee of the Forum

An Average Class?

To the Wellesley College News:

What's wrong with this picture? Any class 000 is meeting any period anyday. Four rows of students with notebooks in front of them and pens in hand are facing a Professor. The Professor talks. Miss Jones, like a dictaphone, records the sound waves. Miss Brown, with head bent intently over her notebook, writes to "Bob darling—." Miss Smith, in the first row center, chin in hand, gazes raptly at the Professor's face. Virginia Woolf might describe her mental processes like this:

"This sounds important. We might get it on a quiz. I must remember it. I wonder what we're going to do tonight? My black dress? No, he's seen it. What did she say just then? Oh well, I can get it from Libby. I'm too tired to take notes today."

Suddenly the Professor asks a question. There is a deadly moment of blankness. Then imperceptibly each student shifts. One starts writing furiously, one scans the notes she has just taken, another gazes nonchalantly out the window.

"Miss Jones?"

Miss Jones, twisting one of her black curls, registers nothing. A dictaphone takes down; it does not take in.

(*Continued on Page* 7, *Col.* 1)

Critic Reveals Theater Trend

Expressionism and Drama of Social-Consciousness are New Leading Aspects

SOCIAL VALUE IN THEATER

Sheldon Cheney, well-known author and critic of the theater and pioneer in the so-called "New Movement" in the American theater, gave a talk on *Where is the Theater Going?* to a capacity audience in the art lecture room on Tuesday, February 27.

Mr. Cheney, in answering this question, dealt with two leading aspects in the modern theater, expressionism and the drama of social-consciousness. The former is merely a label for the vivid and new effects obtained in the theater today, and he pointed to Gordon Craig as one of the first great experimenters in this new phase of theatrical history. As for the second, he stated that the most exciting work being done in the American theater at present was involved with the activities of workers, theaters and WPA projects. These two forces, he emphasized, were the great constructive currents of the last twenty years.

Next Mr. Cheney turned to specific illustration. He told of the activities of the theater in Russia, which has the richest and most expressive stage in the world today, where the theater is a very highly social art, and where interesting attempts are being made to synchronize plays to the Russian

(*Continued on Page* 8, *Col.* 3)

An Average Class?

(*Continued from Page* 6, *Col.* 4)

"Miss Brown?"

Miss Brown, thumbing rapidly through yesterday's notes with a frantic look on her face, mumbles "Oh, a—," and gives a sigh of relief as she sees the class grind volunteer.

The Professor also looks relieved, but is she really satisfied when she hears her own phrases repeated verbatim in the answer?

You can complete this picture yourself. Be quite honest. Admit that you and most of your friends are members of this class. Realize with misgiving that most of the student body is in the same rut. Above all, be thoughtful enough to know that there *is* something wrong with this picture, that it *is* a rut and a deplorable one.

At the risk of repetition we again quote Lincoln Steffens another part of whose "Autobiography" was the subject for a short editorial in the News several weeks ago. Steffens studied at the University of California in Berkeley, entering in 1885. His observations, written some fifty years later, express better than we could the need for intellectual curiosity and a real student life.

"Knowledge was absolute, not relative, and it was stored in compartments, categorical and independent. The relation of knowledge to life, even to student life, was ignored, and as for questions, the professors asked them, not the students; and the students, who had no intellectual curio—in examinations . . . . . What I wanted to know was buried deep under all this 'college stuff' which was called shop.

"The unknown is the province of the student; it is the field for his life's adventure, and it is a wide field full of beckonings. Curiosity about it would drive a boy as well as a child to work through the known to get at the unknown. But it was not assumed that we had any curiosity or the potential love of skill, scholarship, and achievement or research. And so far as I can remember now, the professors' attitude was right for most of the students who had no intellectual curiosity. They wanted to be told not only what they had to learn, but what they had to want to learn—for the purpose of passing."

With the exception of a few—a very few—members of our student body, we are all equally lazy, equally phlegmatic about the learning we are supposedly here to acquire. Marks have just come out. We are willing to wager that a good nine-tenths of us are disgusted with what we have or have not done. A new semester, with new opportunities, is just beginning. Now is the time for you and you and for us to begin to make creative use of our minds as well as of our fountain pens—or our evening sandals.

1937

FLOAT NIGHT WILL BE GILBERT AND SULLIVAN

Committee Urges Everyone to Submit Float Designs for Competition Which Closes March 11

The competition for Float Night designs is now open to all students but the seniors. This year the subject will be Gilbert and Sullivan Operettas. Everyone should submit a plan; little artistic ability is required and all we need are some original ideas. Choose any score from your favorite operetta and have your friends help you. The competition closes in two weeks and all designs must be handed in to Anne Hatheway, 123 Severance hall, by March 11. Simplicity, irregular outlines, and few and bright colors are most important in planning your float. Making a float is lots of fun and we hope that everyone will try to make one this year.

At Last—The Swimming Pool!

To the Wellesley College News:

Ever since we have been in college we have entertained interesting but vague notions about having a swimming pool. Sporadic efforts to raise money have swelled the fund, and with each addition there has been increased enthusiasm for the project. The college has taken this as evidence of the fact that the student body really want its Swimming Pool and Recreation Center. This year the Trustees and the Undergraduate Committee are giving you a chance to determine whether or not the Swimming Pool, or, better still, the entire Recreation Center will be started this June. It is now up to students and their parents, relatives and friends to decide whether next year's classes will enjoy the facilities of this new building.

The details of the trustee and student plans are outlined in the article on the front page of this issue. We propose to offer to every student the opportunity to do her part toward realizing this project. The seniors, as prospective alumnae, are urged to be as co-operative in their efforts and as interested in the welfare of the college as the existing Alumnae have shown themselves to be in their work for this year. The other classes have an even greater motive for action; they are the students who may actually dive into the pool next year if our drive is successful.

We are asking every girl in college to contribute something. We are asking each one of you to give according to your ability to give, and according to your interest in having a place on campus next year where you may take a friend or date any day or evening for a few hours of swimming, squash, badminton, or bowling. Write home to your parents now. They know about the project already, for they have received letters from the Trustees and the Undergraduate committee. Add your own personal enthusiasm to their conception of the project. Urge them to give, and when, next Monday, Tuesday, or Wednesday, your house representative asks for your own contribution, be ready to give as willingly and as generously as you can. It is not charity—it is for your own personal enjoyment and benefit. If you can give fifty dollars, do so; if your limit is one dollar, give that. Make checks payable to the Wellesley College Swimming Pool Fund. We need only $50,000 to enable us to break ground in Commencement Week of 1937!

Barbara E. Phinney
Chairman of the Undergraduate Swimming Pool Committee

Faculty Entertain Literature Classes

(*Continued from Page* 1, *Col.* 2)

rounds. As an entertainment in the days of the *Spectator* always included cards for those who did not care to dance, the program will include a demonstration by Mr. Willard of the English literature department of the game of ombre, as played in Pope's *Rape of the Lock*. It is hoped that the program may be concluded with general singing and country dancing by the audience.

FEDERAL COLLEGES OPEN

(ACP)—The Federal government is now conducting a novel college course. The course is given in "Freshman College Centers" which have been established to give employment to needy teachers and to provide freshman college work for young men and women who could not otherwise continue their schooling. Up through October, 67 such Centers had been established in nine states. These Centers offer regular first year college courses for which full credit is given.

Make Democracy Work!

To the Wellesley College News:

We are all familiar with the machinery of democracy in our state and national legislatures. Hundreds of bills are introduced at every session. They are referred to committees in order that only those of importance shall receive the attention of the entire legislature. The committee investigates the bill, and measures public opinion in determining which bill shall receive a place on the legislature's calendar. Whether a bill is important enough to pass beyond the committee is judged by the amount of popular feeling behind it. Public lethargy alone is responsible for the death of many excellent bills in committee. If you want the measures which you favor to receive the attention of the full legislature, you must make your feeling known. That is how democracy works.

There are several measures in committee in the present legislature of special interest to students. A bill against compulsory military training, has been introduced by Representative Charles H. Morrill of Haverhill, drafted as an amendment to chapter three, section seventy-one of the General Laws. The proposed bill, House Bill Number 1082, specifies that military training shall not be given in the public schools during regular school hours, and that "no pupil shall be required to take part in any military exercise or course of military drill or military training without the written consent of his parent or guardian." All military training courses in the colleges and universities would be optional.

The present bill allows exemption from military training only for those physically unable to drill, or for members of religious sects opposed to the bearing of arms.

The Joint Committee on Education of the legislature is at present conducting a hearing on this bill. As this is being written, the Child Labor amendment is in committee. The Teachers Oath Bill which is dealt with fully elsewhere in the News comes up for hearing on Tuesday, March 2. It is important that those who have definite opinions on the matter should make these known. This is especially true of Massachusetts residents. Write letters to Representative Morrill, expressing your appreciation and support for his introduction of the bill. Write the Committee on Education. Best of all, attend the committee hearings. Your presence is effective, if, and only if, you register your name and opinion with the secretary in the committee room. Moreover, you will have the interesting experience of intimate contact with the legislative process.

We have the machinery for democracy. Let's make it work.

Emily Marks, 1937

Exhibit Offers Students' Books

Manuscripts, Examples of Early Printing, and Autographs are Among Items on Display

WILL LAST TO MARCH 15

A page from the *Nuremburg Chronicle*, one of the most famous of fifteenth century books, some pages from fourteenth century illuminated manuscripts, along with first and signed editions of various periods, are among the outstanding items of the student exhibit of rare books now on view in the cases outside of the Treasure room of the library. This exhibition has just been arranged and will remain on view until March 15.

The leaf from the *Nuremburg Chronicle*, lent by Jane M. Shugg '40, and the two framed manuscript leaves lent by Elaine Graf '38 and Jeanne Wysor '39 are perhaps the most significant features of the exhibition. The former is one page, illustrated with wood-cut portraits by M. Wohlgemuth, master of Albrecht Durer, from the first edition of the great *Chroniele* printed in Nuremburg by Anthony Koberger in 1493. This work, compiled by Hartman Schedel, attempted to tell the history of the world from the beginning through to the time of writing, and generously left three blank pages at the end for the remainder of history after that date! Of the two framed manuscripts, one is from a Book of Hours, probably of French or Flemish work, giving Psalms 38 and 39 and the responses for "the third hour (tierce) on Tuesday," while the other is a page of music of Italian workmanship, an Antiphonary, presenting music for the Mass of the second Sunday after Easter. There is

(*Continued on Page* 8, *Col.* 1)

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Only limited number of reservotions left on the "Queen."
But wouldn't you like to spend a week cruising on the *Volendam* and docking for 2½ days at St. George?
Not a moment wasted. Swimming, basking, biking and dancing to the music of the Dartmouth College Orchestra?
Least of all your worries is money—only $73.
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FOR SIX DAYS
Beginning Monday, March 1st, the
COMMUNITY PLAYHOUSE
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will present
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LESLIE HOWARD and NORMA SHEARER
in William Shakespeare's
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ALL SEATS ARE RESERVED
Matinees 55c and 83c; Evenings 55c, 83c, $1.10
Special Student Tickets at College Information Office
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CALENDAR

Thursday, Feb. 25: 3:40 P. M. Billings Hall. '37 class meeting.

4:00 P. M. Faculty Assembly Room, Green Hall. ACADEMIC COUNCIL.

4:40 P. M. Billings Hall. '40 class meeting.

Friday, Feb. 26: *8:15 A. M. Morning Chapel. Dr. Walter L. Wright, President of Robert College and Istanbul Woman's College, will speak on "Education in Turkey."

*4:40 P. M. Billings Hall. The Hampton Quartette will present a program of spirituals. Admission will be free, but there will be a box for voluntary contributions to the work of the Hampton Institute.

8:00 P. M. Alumnae Hall Ballroom. Entertainment of 18th century amusements: chamber music, songs, country dances, card games. Open to juniors and seniors now taking literature courses, and to invited guests. (Department of English Literature.)

Saturday, Feb. 27: *8:15 A. M. Morning Chapel. Miss Roberts will lead.

*4:30 P. M. Alumnae Hall. Barnswallows Association presents the third experimental play, "The Golden Doom" by Lord Dunsany. Admission free.

7:30 P. M. Society Houses. Society program meetings.

Sunday, Feb. 28: *11:00 A. M. Memorial Chapel. Preacher, Dr. Charles W. Gilkey, Dean of the University Chapel, University of Chicago.

*7:30 P. M. Memorial Chapel. Recital by Edward Barry Greene, organist.

Compositions by J. S. Bach, Clerambault, Corelli, Franck, Vaughan-Williams, Brahms and Schumann. Admission free.

Monday, Mar. 1: *8:15 A. M. Morning Chapel. Miss McAfee will lead.

7:30 P. M. Alpha Kappa Chi House. Meeting of the Classical Club.

*7:30 P. M. Alumnae Hall. Lecture by Mademoiselle Marguerite Clement: La Langue francaise, miroir de la France (Department of French.)

Tuesday, Mar. 2: *8:15 A. M. Morning Chapel. Miss Coe will lead.

*4:40 P. M. Tau Zeta Epsilon House. Miss Anita Tarbell, Denver Country Day School, will discuss "Opportunities in the Field of Physical Education."

Tea will be served at 4:15. (Personnel Bureau.)

Wednesday, Mar. 3: *8:15 A. M. Morning Chapel. Rev. J. Burford Parry, Wellesley Congregational Church, will lead.

*7:30 P. M. Pendleton Hall. Lecture by Pedro Salinas, visiting professor of Spanish. Subject, "Los personajes creados por la literatura espanola." (Department of Spanish.)

7:30 P. M. Phi Sigma House. Meeting of Deutscher Verein. Travel movie.

NOTES: *French corridor, second floor, Founders Hall. Through Feb. 26, exhibit of very old French porcelain, glass, etc. Lent by Mrs. Helen Bailly, Mrs. C. Bruce Ilsley, Mrs. Frederick S. Whitwell and others.

*Wellesley College Art Museum. Mar. 1-20, exhibition of paintings and sculpture by members of the Wellesley Society of Artists.

*Wellesley College Library. North Hall. Exhibition of bindings of the fifteenth to the twentieth century.

South Hall. Loan exhibition of books and manuscripts belonging to students.

*Open to the public.

Sign now for bus to Teachers' Oath Hearing March 2—9:30 a.m. Price — Will approximately equal train fare to Boston. Bulletin Board outside News Office (136 Green Hall).

ATTEND HOUSE MEETINGS TONIGHT TO SIGN PETITION FOR REPEAL OF TEACHERS' OATH BILL

CORRECTION

NEWS wishes to correct a statement in last week's article about Nexhmie Zaimi's book *The Daughter of the Eagle*. The book does not include her experiences in America, it is entirely about her life in Albania.

ALUMNAE NOTES

Married

Natalie Mayer '36 on February 5, 1937, to Chester Libman, Harvard '35.

The Wellesley college chapter of the American Red Cross is very happy to report that the recent collection for Flood Relief amounted to $568.17.

Mr. Cheney Reveals Destiny Of Theater

(*Continued From Page 7, Col. 1*)

audienec. He recounted other experiences with experimental technique, as in Germany, emphasizing the power of the speaking eholr in the drama as first used in Berlin twelve years ago. He eontinued to say that reflection of the Theater Art movement of the second decade of this eentury, which had first nourished the technique-consciousness and aesthetics of expressionism, was now to be found mostly in college theaters and theater workshops. The fact that today we speak of the "art of the theater," thinking of it in integrated terms, shows a definite revolution in thought due to this influence

Before closing his leeture with a series of lantern slides, whieh showed the development of scenery in the theater and illustrated the modern technique in scenic design, emphasizing also how relatively short a period realistic scenery has been used in viewing the history of the theater as a whole, Mr. Cheney stated it was with seeing the workers' theaters in recent years that he has come to realize that the future of the modern American theater is tied up with proletarian and Leftist work. These, he said, are vital because the necessary passion lies behind the work produeed. "There is a social value, a passion which cannot be overlooked, in the workers' theater today."

But, he continued, the immediate social significanee of this work is not to be the only criterion. It is neeessary to take what this faetion offers and weld it to the values of a truly great drama and staging heritage to produce a great and significant theater.

Library Displays Unusual Editions

(*Continued from Page 7, Col. 5*)

also, as an example of earlier unbound printed work, a leaf from the *Spectator*, dated Thursday, May 29, 1712, with an essay by Addison.

There are several autograph items of interest, all modern. A signature of Kipling done shortly before his death, and a typed letter also signed by him and dated January 11, 1935 were contributed by Mary L. Moore '39. A letter signed by A. Edward Newton, best known among American bibliophiles, and a eharming essayist besides, accompanies a first edition of his *Amenities of Book-Collecting*. This and a signed, limited edition of John Galsworthy's plays were lent by Elaine Graf '38, while Edith Iglauer '38 contributed *Arabia Infelix and other Poems*, a slender volume by Aldous Huxley, signed by the author.

Two other items of importance are Jane Collier's "Essay on the Art of *Ingenious* Tormenting . . . with proper rules for the exercise of that Pleasant Art . . . with some general instructions for Plaguing all your Acquaintance," lent by Katherine Montgomery '37, and a book of copper plates illustrating Dante's *Divine Comedy* belonging to Edith Pratt '38. The former is a well-worn tome, printed in London 1759, a second edition, correeted, whieh attests to the popularity of that ingeniously entitled treatise. The latter is a slender volume, bound in vellum and delicately tooled in gold.

First editions are variously represented with a copy of Shaw's *Pygmalion* as it appeared in *Everybody's Magazine*, 1914, one of a few bound especially for the author; a learned book on *Domestic Medicine* by one William Buehan, first published in Boston, 1809; a copy of Huxley's second published book, *The Defeat of Youth;* and first editions of Stevenson's *Master of Ballantrae*, Longfellow's *Tales of a Wayside Inn*, Swinburne's *A Channel Passage* and Tennyson's *The Holy Grail*, in their original cloth bindings. These were lent by Dorothy Frye '37, Elaine Graf and Edith Iglauer.

Miss Lilla Weed, through whom the exhibit was arranged, commented on the exhibit, "Although it is not so great in quantity, it *is* of good quality."

A. S. U. HEARS REPORTS OF MANY COMMITTEES

(*Continued from Page 6, Col. 1*)

mobile strike. During the three March meetings the group will consider strike action as a means of settling industrial disputes; during April it will discuss the controversy waging around the A. F. of L. and the C. I. O. and during May their subject will center on Government's position in Labor Disputes. The plan is to have three meetings per month, two of discussion and one with an outside speaker, open to the whole college; the first meeting will be held in Severance on Monday, March 1.

The Civil Liberties committee headed by Barbara Lieberman '37, and Erma Goldbaum '38, has undertaken to present the report of the Senate committee on the Teachers' Oath bill to house meetings and to see that the opinion of the college is adequately crystallized for the framing of a resolution and a petition to be presented at the hearing on March 2. From this committee will be chosen delegates to attend the hearings at the State house.

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